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By A. E. WINSHIP

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Cheer Leader in History

SCORING, not cheering, makes history. The cheer leader masses the noise on the bleachers, but there is not a whisper among the forty thousand ticket-holders while the crouching eleven on the gridiron are listening for the signal numbers that are to make history.

When a man hugging the ball dodges interference and crosses the line in safety the touchdown scores. Then, and not till then, the cheer leader gets in action and the shouting is organized.

The cheer leader has done nothing, the crowd has done nothing, but one brilliant lucky dash has stirred every fibre of every onlooker. The antics of the cheer leader are significant to the cheerers. He displays greater agility than the dodging runner. He uses his arms because they are not hugging the prize-winning ball.

The cheer leader jumps, turns somersaults, or has some other demonstration of satisfaction with himself, but no one cares to know his name, and no report of the game displays the cheer leader's gyrations in a moving picture of the game.

History is made by touchdowns, and not by cheers, and yet the cheer leader historian (?) masses all the inconsequential sayings of idlers on the bleachers who have made the least possible ticket investment in the game.

The score is radioed the world over if the game is significant, but the cheer leader is last in the mob hustling to get out to the waiting street car.

This is the achievement education era, and the busy world wants and reads the score of the touchdowns on the trail of education in history and leaves the massing of trivial incidents for those who have nothing worthwhile to think about.

Aviation Education

EDUCATION can have tests and measurements by aviation achievements.

Speed and endurance are attained miraculously, but reliability has not eliminated liability to disaster.

It is a gamble between science and skill and nature and luck.

Professional education attained great speed, and achievement education is demonstrating great endurance. Professional science and achievement skill are working miracles in education.

Many a lad is discovering that when professional

science and achievement skill have done their best there is still a treacherous element in human nature and a gamble in luck that can neither be tested nor measured.

Henry Ford's Three R's

THERE is nothing quite as ridiculous as using Henry Ford and his education in the little schoolhouse built in 1861 as an endorsement of the education of sixty years ago.

There is no one of whom the world knows who is so unalterably opposed to using old machinery and old ideas as is Henry Ford, who has said in print recently that a machine never wears out before it is out of date.

The Education Bill

THERE is no question but that the possibility of legislation for a Department of Education has become a probability.

It isn't wise to tell all we know, but it is safe to say that public sentiment has changed radically in the last six months. Everybody who was on the fence has got down on the right side. They needed to see what they have seen in the last four months.

Triumph of Platoon Plan

THE platoon system has justified itself beyond any question. It needed time and opportunity to demonstrate its adaptability to the varied conditions and buildings that had to be used. All this is achieved and has demonstrated staying qualities.

There are 163 cities in thirty-nine states in which the platoon plan has overcome all obstacles and is in successful operation.

This is a remarkable achievement for the adoption of a system that requires so much readjustment and must have hearty, intelligent loyalty of the entire teaching force.

Education Week

AMERICAN Education Week this year will be from Monday, November 11, to Sunday, November 17, and it is important that it be sanely and inspirationally used.

There were reasons why the Government thought it unwise for it to be in any wise responsible for the exercises of the week, and the National Education Association is largely sponsoring the celebration of the week, and the Journal of the National Education Association is assuming leadership in a wholesome and inspirational way.

There is no way to prevent the week being used for propaganda of any kind that speakers and organizations may choose, but at the most it is inconsequential as compared to the noble use to which the week will be put by wise, ardent, noble friends of education.

The keynote of the Journal of the National Education Association will be the central thought of the week: "America is dedicated to the ideal that every boy and girl shall have a fair start in life."

Education Safety Council

WILLIAM C. KNOELK, assistant superintendent, Milwaukee, is rendering highly important sociological education service in connection with the National Safety Congress. He was chairman of the Education Division of the Congress which held its eighteenth annual meeting at Hotel Stevens, Chicago, the week of September 30 to October 5. On his committee were Burton Fowler, Tower Hill School, Wilmington, Delaware; Herbert J. Stack, Pennsylvania State College; Frank Singleton, Chicago public schools; and Hermon Morton, Rochester, N.Y., and C. J. Lunah, assistant superintendent, Chicago.

Typewriting an Achievement

MODERN education is measured by ability to use scholarship.

Unusable scholarship of 1920 has no more educational value in 1929 than an unharvested peach crop of this season will have next season.

Typewriting is education personified. It concentrates thought on what to do and how to do it. It pays a premium upon speed in correct thinking and doing.

This is a typewriting age because it is a mass production age. Typewriting is mass production in correct thinking and rapid doing.

A brief course in typewriting will do more to establish the habit of correct spelling than ten times the effort in any other way.

Even a brief course in typewriting is to handwriting in business what a boy's running is to a baby's creeping.

Business is as dependent upon typewriting as a metropolitan daily paper is upon the typesetting machine.

There is nothing in the school course above the sixth grade that can produce as great practical results for the time and effort required as a brief course in typewriting.

To oppose a brief course in typewriting is no more sensible than to oppose the crusade to eliminate illiteracy because it is more important to know Browning than merely to know how to read.

"Typewriting for Personal Use," Gregg Publishing Company, is magnifying universal typewriting skill on the mass production basis equal to any up-to-date education that has been suggested anywhere.

Educational Trails In American History

By A. E. WINSHIP

HISTORY is the record of a nation's health. Comparatively little of the air we breathe, of the water we drink, of the food we eat is ever used by the human system.

The first condition of health is to eliminate waste air, waste water, waste food in the right way at the right time.

Comparatively little that is thought, or said, or done by anybody or everybody makes history. History is what is left after the elimination of useless tradition and vicious individuality.

A dietician is useless if there is any stoppage of air, water or food.

Comparatively little that has been thought, said, or done by any one or every one has made history.

In history all that is useless in tradition, non-essential in biography, vicious in ambition has been eliminated as waste.

The health of a community depends upon a sewer system. A family can use a cesspool, but a neighborhood must have a sewer system.

A sewer system is impossible unless there is abundance of water to keep sewerage moving onward fast enough to prevent any delay in its elimination.

If a sewer system fails to prevent the clogging of sewerage there is a wholesale contamination wherever the sewer system is expected to function.

History is water system of human events, preventing waste matter from creating a civic, social, or industrial epidemic.

Waste matter in the thought, speech and acts of anybody and everybody is sewerage, and will cause a scholastic epidemic unless it is rigorously eliminated in the right way at the right time.

Education has no adequate recognition in American history. When American education presents its claim at the court of history there will be a panic in the scholastic stock exchange.

Interest in education of the past is dependent upon the place it has made for itself in history.

There can be no education isolated from activities that are making history. To study education apart from human activities that are making history is as unreal as a study of the human heart apart from the arteries that it uses and the veins that use it.

The great present American need is universal recognition of the part education has had in American history. Education today affects directly or indirectly every person in the United States as does no other phase of public activity.

It is important that educational leaders, civic and social, should try to know all classes of people affected by education, know what in education has come to be such a significant factor in American life and how education has played such a vital part in American history.

A history of education discovers the various efforts by individuals and the public to improve individuals and the public through education.

In ten issues of the Journal of Education there is an effort to select the efforts that have been definitely effective in making the history of the United States. So far as I know, this has never been attempted. If I succeed in treating education as history, it will be because I have known rather intimately the various educational activities for more than sixty years, and have known intimately prominent persons who had known intimately all of the educational activities for half a century before my time. I have not been personally responsible for any important movement in education, have had no grievance when any scheme has failed. I have had no educational ambition, have never been a specialist in anything—all of which has helped to an unprejudiced estimate of cause and effect in educational activities.

In ten issues of the Journal of Education I am presenting everything in education which I think is enshrined in American history. The purpose is to present the trail of education which has made history so that any high school student and any interested layman will have a clear vision of American education which has had a major influence in the creation of the United States of today. Nothing is here written for specialists but for the service of the greatest number of the Americans of today and tomorrow.

History is always a series of trails; 1492, 1620, 1776, 1861, 1918, are on the trail of history. The mention of any one of these carries a definite historical picture, as does Lexington, Concord, Valley Forge, Yorktown, Fort Sumter, Bull Run, Gettysburg, and Appomattox, as does Ericson, Columbus, Washington and Lincoln.

These are several trails so clearly marked that they require no explanation. They are history.

There is nothing in American history that is not in some universally recognized trail. There are an infinite number of events and persons of local or incidental interest which connect with no trail of history. They are promoted by enthusiastic organizations and associations. The Smiths, the Browns, the Maguires, and a hundred other name-groups have reunions. Few of these is of any interest to the general public. Only a Smith, a Brown, a Maguire who is on some trail of history is of national importance.

Education has as definite a trail in history as

any other public interest, and this trail should be as clearly in the minds of all intelligent Americans as any other trail of history.

It is of high importance that every teacher should be familiar with this trail, that every student of education should have it as available for use on any occasion without referring to a book as is his knowledge of 1492, 1620, 1776, 1861, 1918 and any other trail in history.

Too much must not be expected of this first venture in the discovery of the trail of education in history. Instead of finding fault with any failure to meet this requirement, let the critics provide a better trail. That we have a right to expect.

We will present a trail of education as clear as any other trail in history. It is:—

Colony Education, a century and a half.
Federal Education, half a century.
Public Education, third of a century.
Modern Education, quarter of a century.
Professional Education, quarter of a century.
Administrative Education, the present decade.

There can be no adequate recognition of education until teachers and student-teachers know the trail of education as well as they know any other trail. The schools are responsible for a general appreciation of the way education has come to be the dominant civic, social and industrial, domestic and community force which it is today.

Whatever value there may be to specialists in research, no isolated facts and incidents are of historical importance.

There is no greater need than the public recognition of the part education has played in American history.

Education takes its place in history when, without waste of the child's time and without waste of public money, it has a dominant science of education and an art of teaching that can distinguish the worthwhile from the worthless and demonstration from experiment, in preparing all children to do the most for their own success and enjoyment, and to render the greatest service.

One of the highly important phases of estimating whether or not education at any time has been functioning in history is to study its relation to administrative education of 1930.

The growth of a hardwood deciduous tree is an admirable illustration of the relation of the past to the present in education.

The wood of the tree is the history of its making. It has been made from year to year by the sap in the thin sheaf just under the bark. When the season awakens the sap it goes to the buds at the tip of every twig, and they burst into leaves which stay alive as long as sap flows and water goes to them.

When in some mysterious way the season changes, the sap stops flowing, the water stops going, and nothing functions in that wonderful tree-creation.

When the sun begins to lengthen its stay in the springtime the sap starts to new buds that will burst into new leaves, but sap cannot find any sheath that it ever used before, but a new thin sheath awaits it, and as the sap begins to flow, water begins to go in the sheath the sap used the last time it went upward.

It will probably never be known where the new sheath came from, nor how the sap found it, nor how the sheath-tube became wood, but the wood is simply all the tubes that were sheaths, and they all carry water to the leaves, when sap goes to them. There are trees that will carry two barrels of water from roots to leaves in a few hours on a dry hot day.

These sheath-tubes that carry water to the leaves when the sap carries life to them is the history of the tree, and typifies human history.

The tubes are lifeless but not dead; the water they carry mysteriously to the leaves is lifeless but not dead. The wood is lifeless but not dead. The lifeless tubes carry lifeless water through lifeless wood to keep the leaves alive in their season.

The miraculous mystery is that lifeless water in lifeless tubes through lifeless wood will not go unless live sap in a live sheath does go to the leaves that the water keeps alive.

The lifeless wood will make valuable timber so long as a new sheath-tube is made every season.

Run a sharp knife around that bark and cut that sap-sheath, and when the sap cannot go the water will not flow and the wood dies, the leaves fall out of season, and the wood is valueless. It is all beyond human power to know how the tubes that were sheaths a hundred seasons ago can be controlled by a sap-sheath that is not a year old.

This typifies the relation of human events many years ago and how they are vitalized by contemporary human events not a year old. There is no history that is not on the trail that was life-making many years ago.

No event in any one of the past years is of any importance if it has not made history.

No educational activity in 1930 will make history unless it is on the trail that has carried life from generation to generation.

The only significance of anything new in education is the fact that its product will add to history.

When there is nothing new in administrative education there will be no education in history. There will probably never be anything in philosophy or science that will explain the relation of the spirit of Colony education before 1780 to the success of the National Education Association in 1930, no more than it will be known why Edward Eggleston's "Hoosier Schoolmaster" helped to straighten the trail in modern education, or why William Hawley Smith's "Evolution of

Dodd" helped to broaden the trail in professional education, or why Herbert Quick's "Brown Mouse" helped to resurface the trail in administrative education. But it is as certain as that the rising sun foretells the noonday glory.

Education has never functioned in history unless it was carrying life-giving loyalty and devotion from the past to the future through its own today.

I venture a few suggestions as to some activities which may have been interesting without being history-making. They are really not a vital part of these ten issues, but they may be suggestive without being susceptible of demonstration.

No one has functioned, or will ever function, in keeping education on the trail of history who is mired in a myth, blinded by superstition or infatuated by a deceptive mirage.

It is scoring, not cheering that makes history. The cheer leader masses the noise, but has no effect on history. No one cares to know his name. He is spectacular, but makes no touchdown.

Massing opinions of people in propaganda loom large in print, but are as unimportant as a cheer leader.

On the diamond the pitcher makes a record when he strikes out the batter, but he does not make history, for it is achievement that makes history and not the prevention of history-making. History-making is positive, not negative.

A foul ball not only makes no history, but may delay the making of history. When the man at the bat makes a lively hit every man on a base makes a dash for the next base, but if the umpire calls "foul" every man must go back to his base.

In education great expectations delay rather than promote history if the plans fall just out of line of fairness.

It is stimulating for the man at the bat to feel the reaction when he sends the hall high and far. It sounds like history, but the probability is that a man far afield will prevent history-making.

In education no scheme promotes history until it is known where the effort has landed.

The greatest thrill on the diamond is when the ball makes fielders useless by going so high and so far that the batter and every man on bases makes a home run.

In education, history is made by achievements that soar above all local enthusiasm and go beyond transient interests.

Everything of value in education is vital as American history.

The credit that American history gives of its indebtedness to an event in education is as important as is a bank balance when a check is issued.

Education in history is the only education that is worth its face value in any market.

The next business of education is to standardize educational history so that every event will be accepted as education in history.

Deflation is never a comfortable experience, but there is no comfort until credit is stabilized.

The Journal of Education will put into its series of articles on Educational Trails in History some of the most important of these wonderful character achievements during the coming year.

There is no history that is not a record of achievement. No educational event has been of value until it was made valuable by achievement.

There has been more achievement education in the present decade than ever before.

This achievement education has been possible because professional education cleared up the weaknesses of modern education.

Professional education was possible because modern education had adapted public education to modern life.

Modern education was possible because public education had been created in the Horace Mann age.

Public education was possible because federal education had clarified colony education.

Colony education is important only because it was the initiative of achievement education of the present decade.

[Copyright]

The End of Summer

By EDNA ST. VINCENT MILLAY

When poppies in the garden bleed,
And coreopsis goes to seed,
And pansies, blossoming past their prime,
Grow small and smaller all the time,
When on the mown field, shrunk and dry,
Brown dock and purple thistle lie,
And smoke from forest fires at noon
Can make the sun appear the moon,
When apple seeds, all white before,
Begin to darken in the core,
I know that summer, scarcely here,
Is gone until another year.

—Exchange.

Belding's Page

THE PAUSE IN COLLEGE GROWTH

THE after-war rush for admission to colleges has largely subsided. A study of registration figures in 216 standard colleges for 1928 has shown Dr. Adam Leroy Jones, director of admissions at Columbia University, that the total gain in registrations for that year was only two per cent. more than for the year previous. Collegiate institutions in twenty-two states, widely scattered throughout the United States, reported smaller enrollments in 1928 than in 1927. Figures for the current year were not available at the time Dr. Jones made his inquiry, but he declares there is no sign of any marked increase in attendance.

The smaller institutions are the ones which have had the greatest percentages of decrease, Dr. Jones observes; and this he regards as encouraging to the big universities and especially the ones, like Columbia, in the more populous centres.

Dr. Jones is inclined to think that the slowing down of demand for college training is not merely temporary but indicative of a condition likely to linger for some years. He has no possible way of knowing this and his prediction is little more than a guess.

He thinks the coming of junior colleges, now numbering 400, has not greatly affected the numbers enrolled in standard colleges. But nobody knows what would have happened to enrollments without these additional facilities for mass education.

It is quite possible that many young people and their parents are seeing the truth that college attendance cannot perform miracles upon heads incapable of receiving instruction. If the unfit are staying away from the colleges, well and good. But if the fit are being excluded to make room for those with wealth as their chief qualification, that is another and a sadder matter.

WHY COLUMBUS SAILED

YOUNG Reginald, down there in the back seat, wants to have the teacher tell him why Columbus *sailed* the ocean blue. In other words, why didn't he *fly?*

Only a thoughtless teacher would consider that a foolish question.

One answer is obviously that he didn't fly because there were no flying machines in his day.

But why were there no flying machines? Why was the sailboat invented before the steamboat? Why did men wait so long before having airplanes?

A study of important inventions would convince any one that there has been a certain orderly progress about their coming. Accident has played its part, to be sure. Human genius, shut away in garrets, has done many unexpected things. But in the main the order of inventions has been dictated by the recognition of needs. Necessity is and ever has been the mother of invention. But it has been a changing necessity. The luxuries of yesterday have become the necessities of today.

Needs are recognized gradually. They cannot always be met at once. The oxcart, the carriage, and the bicycle were antecedents of the automobile. And not until the automobile had brought a nearly perfect gasoline motor was it possible to have a successful flying machine.

The airplane fully equipped for a journey across oceans combines the application of many principles that have become known to mankind only recently. New materials and refined processes go into its make-up. Radio was unknown in Columbus's Day, nor was the groundwork laid for the discovery of radio. Electricity was not yet harnessed to man's uses.

The airplane rides upon the wings of the morning, if you please; but it rides also upon the accumulated facts of science.

OPPORTUNITY'S SECOND KNOCK

EVENING schools are opening nearly everywhere, and a vast army of earnest students pitches into study to make up for opportunities that either did not come before or were not utilized.

There is discussion in some quarters over the question whether teachers regularly employed in daytime schools should be the ones hired to teach the evening classes. One answer to that is, it would be hard to find enough good teaching material without such employment of day school teachers. Another answer is—that the evening classes are somewhat of an inspiration. The students are so eager to learn that it is a pleasure to instruct and help them. The danger lies in letting the teacher undertake too many classes on her weekly schedule of day and night work.

It is a splendid tribute to those in charge of public education that they have so generally recognized the demand for evening and part-time schools, and that they have so generously placed such schools at the disposal of both young and old.

Anson W. Belding

Associate Editor.

How Do You Rate?

By ROBERT MILLER
Palmerton, Pa.

When a man cannot measure, and a great many others who cannot measure, declare that he is four cubits high, can he help but believing what they say?

Republic of Plato. . . . Book 4.

THE science of salary scheduling and teacher rating is still far from being perfected. Recent years, however, have brought decided progress in the development of the principles and technics which should be employed in the intelligent inter-scheduling of both salaries and ratings. Perhaps we should first ascertain why it is necessary to rate a teacher, and from that result, determine her evident worth to the school system . . . then, and only then, will we have a purely objective basis on which to build a comprehensive salary schedule.

The profession of school teaching has risen from its lowly rank into one regarded as indispensable to American Democracy. The other professions, medicine, law, theology, have definite requirements which must be met, and we examine with extreme care the qualifications of those who would practice as a doctor or a lawyer. Is it unreasonable for us to expect the same as teachers? Whether or not there is a mode of rating in a school system, all persons are rated, perhaps unconsciously. The populace rates the board of directors, who rate the superintendent, who in turn rates the principal. Perhaps no elaborate score card is provided, but the rating is made. Likewise the populace rates the other professional men in the community . . . or the most successful doctor or dentist would not have the most business. So the rating of teachers is coming to be less of a school function and more regarded in the light of the community who must pay for the school's upkeep.

The rating of a teacher, however, is far from easy, especially since some of its most valuable products are intangible in character and remote in time of appearance. The importance of teacher rating demands a study of its function, and of its character and use. The function of a systematic plan is two-fold—the evaluation of teaching and the improvement of teaching. The need for rating lies in the duty of the school system to see that the members of the staff are fulfilling their duty, and to reward them according to their merit. Then the rating serves as a basis for retention and promotion. It protects the school against inefficient service, and it protects the teacher against injustice in the matter of tenure and advancement.

An adequate rating plan improves the teaching in three ways: By guiding self-improvement; by giving incentive for self-improvement; and by aiding the principal in assisting in the improvement. When a rating system points out what are the good qualities to be aimed at in teaching, the conscientious teacher cannot but gain a better outlook and idea about her task. Some other effects that may be produced by rating are: (1) A teacher with pride in her professional standing or ambition to increase her ability to serve, a rating which reveals some deficiency is an incentive to self-improvement. (2) To the teacher with no pride or ambition, the rating serves as a warning, and perhaps an awakening and stimulus. (3) To the teacher with inadequate professional and academic preparation for the service, the rating tends to set a standard toward which he will strive, if not already professionally dead. (4) For a teacher inclined to be negligent or lacking in the spirit of co-operation, the rating serves as a dash of cold water.

To devise a plan for such a rating is not easy. It revolves upon a few fundamental assumptions: (1) It is possible to measure such efficiency. (2) There can be no correct or adequate measure of such efficiency unless the one who measures has a clear conception of that which is to be measured. (3) The one who measures shall have in his possession the correct standards of measures. (4) It assumes that the measurer, through training and experience, has become competent to apply these standards efficiently to the things to be measured, which by their very nature are, many of them, intangible. (5) He will be as honest and unprejudiced in his estimates as is possible for a human being to be.

To devise a scale with the foregoing assumptions kept in mind, the rating plan must have a number of essential elements. Primarily it must attempt to measure only what can be measured. It must list, clearly and correctly, those qualities on which retention and promotion are to be based. Then it must be so designed as to give relative values to those qualities which are measured. The rating of a teacher must be decidedly objective and it must be practicable.

It has been previously stated that the function of this plan shall be for the improvement of teaching. If it is so used the teacher should have a part in it—that of a recipient of her value, and she should have some previous consideration before being rated. She should know in advance the basis on which she is rated, and should be informed of her score. The result of a rating, then, will determine the retention and promotion of the teacher, but it should be made with courage and

frankness. To be rated, the teacher must of necessity be adequately supervised, and the rating should always be done in the spirit of helpfulness. Actually, the difference between fault-finding and a helpful and wholesome criticism is but a difference of method. The rating should also take into account a great deal of self-criticism.

Before a discussion of the various methods employed in rating is considered, perhaps it should be determined who shall rate a teacher. Without doubt in an average-sized system, the principal will know more about his workers and be more capable of rating them efficiently. In a great many systems the superintendent joins him in this work. In the larger cities a director of personnel, or a director of the supervisory staff and his assistants attend to this item. The consensus of opinion is that it should be done only by an expert, one who can adequately and accurately score the efficiency of a teacher.

One of the first rating cards to come into any practical use was evolved by Boyce, and he placed his measurable qualities under five heads: Personal Equipment; Social and Professional Equipment; School Management; Technique of Teaching; Results. The working of this plan was very simple, but it was not efficient in that a number of important qualities could find no place under these headings. In 1917 Landsittel undertook a similar task and his rating card included five general qualities, viz.: Personality, Scholarship, Method, Pupil Reaction, Room Condition. Each of these general headings consisted of 6, 5, 7, 7, and 3 sub-qualities, and each of the general headings was valued at 210, 220, 210, 250, and 110 points respectively. The plan, though an advancement, was not scientifically sound, nor was there a scientific basis for the number of points allotted to each heading and sub-heading. Twiss, using the same score card, evolved a system of rating where the qualities, instead of having a definite numerical value, were arranged so that a perfect score on a general quality would be thought of as 5, the next grade as 4, and so on. No zero is given, for surely any one who qualifies as a teacher would be at least twenty per cent. perfect. Twiss also introduced another innovation into the plan. Each teacher was rated three times: (1) By a committee of teachers; (2) by a supervisory committee composed of superintendent, principal, and other supervisors; and (3) by the director of research who rated on pupil reaction. The final score was the average of all these. From these first plans many have developed—perhaps one of the best is that of the Pennsylvania Department of Public Instruction. It uses four qualities with five sub-divisions under each. The main qualities are: Personality, technique, pupil reaction, and preparation. Each sub-heading is graded on a five-point scale, viz.: Highest, high, middle, low, lowest. The numerical values assigned to each respectively are 5, 4, 3, 2, 1, or the card carries a perfect score of 100. All the sub-headings are given quite clear and concise definitions, so the problem of rating becomes more and more of a scientific nature.

Having rated the teacher and found her score, what shall be done with it? One of the essentials of the plan, as before mentioned, was that it should be the basis for the retention and promotion of the teacher. If the teacher is promoted it involves an increment in salary, so the rating card has come to be closely aligned with the pay and promotion of teachers.

There are various types of systems of pay and promotion, some of which deal directly with rating, others on position or experience. There are five outstanding examples:—

(1) A graded system of salaries which are based on position and retention. This is based only on service, and as usual with such a plan, they are artificial and mechanical, and not being sound from an administrative standpoint, they can hardly comply with the necessities of a good schedule of salaries, because such a schedule should be arranged to allow the teacher to have assigned to her the work she can do best, without having to stop to consider the salary connected with the position.

(2) An increase in salary based on service. This type of schedule is used where the teacher advances according to efficiency, determined by a rating card, or on the recommendation of the supervisor, or where credit is given for professional study and interest. In the first place a recommendation is usually not hard to get. In the second place the promotion through professional study may be obtained by passing an examination, professional in type. It is becoming increasingly useful in the cities. It is mainly used as a basis for determining professional efficiency.

(3) Salary increments based on study. Although not based on teaching efficiency, this plan is easily adaptable to a salary schedule, and seldom is it the sole criterion for an advance in salary. Merely attending a summer session is not enough evidence of study, but proof should be presented of a satisfactory completion of advanced work. A strong objection to this plan is that most of the efficient teachers will not find it within their means to enroll for advanced study.

(4) Increases in salary based on efficiency. Of all the plans to determine the ratio between teachers' salaries and teachers' worth, this is the most difficult of application, and is based on the plan previously described in regard to the formulation of a workable rating scheme. Since it includes efficiency, it is in close harmony with sound administrative principles. Basically, a teacher's efficiency increases for the first five or seven years and then flattens out. This means

that the older teachers, who are probably receiving the highest salaries, are not as efficient as at one time, and since the theory and practice of teaching are constantly advancing, these teachers find that they are "out of date." Because of their years of service, it is almost an impossibility for the superintendent to dismiss them, and a salary schedule based on a rating card is about the best way to impress them. Further, it points out such footfalls for the young teacher, and is a decided factor in the improvement of instruction. However, the previous principles of the objectives of rating must constantly be kept before the supervisor, or the plan fails utterly.

(5) Salary increases based on training and experience. The increase of the number of college-trained teachers has tended toward the adoption of salary schedules which recognize both training and experience. In a city system the use of such a plan has caused the development of super-maxima levels in the salary schedule. This type could easily be combined with that of rating for efficiency; wherein with a certain efficiency, all proceed to a certain maximum salary. From then on, service, professional training and increased efficiency are necessary to proceed into any of the super-maxima ranks, of which there may be four or five.

To sum up briefly the whole topic, nothing as yet can be definitely settled. Teachers do not, as a whole, care to be rated. When they are rated, the one thing to be kept constantly in mind, is that the rating must be objective—if it becomes even slightly tarnished with subjectivity, its value is at once impaired or lost entirely. Perhaps a step in this direction is a rating system used in Easton, Penn., where a teacher's efficiency is determined directly from the results of standardized tests of the pupil's achievement together with the scores of the pupil's intelligence tests, psychological tests and achievement tests. If the teachers must be rated, they request that the person who rates them be one of experience, one who knows the qualities for which he is searching, and having found them, can give them a reasonably definite classification. Lastly, anyone attempting to compile a score card should bear in mind: (a) The card must be used intelligently; (b) it will do no good to point out a teacher's defects, only to find that she is oblivious to their presence; (c) the definitions of the qualities rated ought to be so simple that there could be not the slightest misinterpretation of their meaning; (d) the definitions of the qualities ought not to have a duplicate application among the various sub-headings; (e) the summary of high, middle, and low are more applicable than good, fair, and poor, or better than grades A, B, C, etc.; (f) the normal curve of distribution should be the measure of a group.

Finally, a good salary schedule should include: (a) A high enough beginning salary to secure well-trained and well-educated teachers; (b) small automatic increases until the teacher reaches maximum efficiency; (c) provision that experienced teachers may come into the system above the starting point on the salary scale; (d) salary increases, beyond the maximum, to progressive and capable teachers; (e) the maximum which the teacher reaches who remains in the system should be large, but not be reached for ten or twelve years; (f) a proviso for pensions.

The Arithmetic Apple

By ROBERT CLARK
Dillon, Montana

I'm the old arithmetical apple,
And though you may doubt what I say,
I can trace my descent as far backward
As Eve 'n old Adam's bad day.

And in still later times I descended
(In science I've always hung high)
From the tree that that apple descended,
—The apple of Ike Newton's eye.

But though 'app'ly these be my relations
I am always attached firm to one
Of the old mathematical branches,
—the oldest one under the sun.

I'm presented to every pupil
In hill, city, country and plain;
Subtraction, addition and fraction
Will use me again and again.

I'm halved, I'm thirded, I'm quartered;
I am given to William and Kate;
"If one-eighth was eaten by Mary"
Then Johnny'd have 7-to-ate.

I am growing quite old and am weary,
But e'er on this branch I can die,
Some arithmetics often will take me
And make into fractional pie.

Oh! I pray ye, arithmetic makers,
I pray ye, in all of your guile,
Use oranges, peaches, bananas,
But leave me alone for a while.

Are High School Athletics Overdone?

(Discussion continued from September 16 and 30)

By G. E. DILLE

Superintendent, Chillicothe, Missouri

WHAT a thrilling sensation it is to stand on the bleachers on a crisp October afternoon and witness the "kick-off" at the sound of the shrill whistle which starts our annual football game with our most formidable rival!

I believe thoroughly in competitive high school athletics, but it is unfortunate that some school officials still lay too much stress on winning the game at any cost. This does not mean that we have made no progress in the ethics of the game; on the other hand, I believe a much more ethical brand of high school football and basketball is being played in the Middle West today than ever before. Well-organized state athletic associations are eliminating many of the evils of the past. One of the objects of competitive athletics is to win, of course, for where is there a person who does not like to win in a game? However, there are other objects that are worth-while too, such as playing the game with proper regard and respect for the rules, being a good loser, and being courteous to one's opponents.

In too many cases high school athletics are not so organized as to give physical development to the whole school. Often-times eleven big, husky fellows have been selected from the hundreds of boys in high school for a football squad. These fellows are fully developed physically and frequently need very little, if any, physical training. They are given the full benefit of an expensive training in physical prowess while hundreds of scrawny weaklings go through the four years of high school utterly undeveloped physically.

This is not as it should be. I believe it is much more important that ninety per cent. of the boys in high school be physically able to run a hundred yards in twelve seconds than it is for one heroic champion to do the same distance in ten flat. Competitive athletics are very desirable. I believe they have a place in the American High School, but I also believe they should be supplemented by a program of general physical and health education which will be a lasting benefit to the pupils.

By EVERETT V. PERKINS

Principal, Cony High School, Augusta, Maine

I DO NOT believe that high school athletics are badly overdone in the State of Maine.

Of course, athletics are often carried to an extreme, just as eating is, and every other good thing. But we should not condemn school sports because some people abuse them; rather we should seek to correct the abuses, while we preserve and advance the features that are good.

This is the season when thousands of our young men are engaged in football. A few will be injured, some will fall down in their marks. For the great majority, however, football will be an inestimable benefit. It tones the boys up in every way, hardens their muscles, gives them an appetite for wholesome food, makes them want to go to bed when night comes, quickens their minds. It puts into them the *old fight* that a man must have to overcome obstacles within and without himself. It develops poise and confidence.

The benefits of athletics should be extended to a greater number of students. Every possible kind of sport should be encouraged in order to meet the needs and tastes of different types of boys and girls. In schools that I have served we have had not only such common sports as football, track, basketball, and baseball, but we have had teams in hockey, tennis, golf, and swimming. In one school we had even a walking club! Such a diversified program gives to all students, who have any athletic possibilities and whose personal circumstances are at all favorable, a chance to participate in some sport.

In spite of all our efforts, however, I suppose that the majority of students will always be on the bleachers instead of on the field. What of it? The bleacher folks get no small benefit. They fill their lungs with fresh air. They have something wholesome to think and talk about in anticipating, seeing, and remembering the game. Besides, when students gather under their banners and cheer their teams they are cultivating a love of school that will develop by and by into a love of country.

Another thing must not be forgotten. The leading athletes of a school, men well built, strong and highly developed, are an example and inspiration to the younger boys of the community. In every back lot of every city at this time in the year, you will find a football team, some of whose members are not over five years old. If a football cannot be found to play with, an old hat or a tin can will be put into use. These boys—multitudes of them all over the country—are working off surplus energy, learning team work, and developing virile traits. They will become real men in later years, instead of dudes and sissies. The influence of our high school and college athletics reaches down almost to the very cradle.

In the moral realm school sports are a great factor. This is shown by the fact that our boys and girls make common use of athletic terms in describing matters of conduct and character. "Play the game fair—be a good loser—are phrases heard everywhere. The highest tribute that a

boy can give his father or his teacher is to refer to him as "a good sport."

At Cony High School we shall continue to push our athletic programs. We do not propose to make our school into an athletic club, but we consider athletics an important part of our curriculum. We like keen competition. We want our boys and girls to play hard, to play fair, to know how to win without boasting, and to lose without being cast down.

A Close-up of Geneva Conference

By KATE V. WOFFORD

Laurens, S. C.

AS CHILDREN the three of us in our family who ranged up and down like stair steps, inseparable companions in our studies, in play, and in reading, decided that some day we would go to Europe. Very early, greedy for the blood-thirsty tales of the French Revolution, we wanted above all things to see Paris. Later after reading Longfellow's "Miles Standish," with its breath-taking homesickness of Priscilla for the peace and order and quiet of her native England we knew that some day we must see Priscilla's country. We never wanted to see Switzerland. The geography books were disappointingly matter of fact about this small country. They showed chilled pictures of high mountains covered with snow, up whose sides men with an alarming amount of rope and pick axes were ever climbing. Their final destination troubled our small heads until the eldest brother, with the finality of the already superior male, settled it by saying that as soon as the climbers reached the top they would immediately step off into Heaven. That settled Switzerland for us; heaven was far away, and interested us not at all. It was interesting, however, and a little significant that when the opportunity came last summer to attend the World Conference on Education in Switzerland during the ecstatic, hurried preparations for the trip the family, amused at such a fuss, dubbed it, all forgetful of childish associations, the "Heavenly Journey."

And indeed it came very near being that; because from the first glimpse we had of the mountains gaily dancing past our train windows, every minute spent inside this charming country was almost too perfect for words. Geneva, where the conference was held, is a little gem of a city, rich in history, surrounded in the distance with mountains softly wrapped in clouds, and beautifully situated on the blue and placid waters of Lake Geneva. We were two days late reaching the conference because, succumbing to the old desire to see Paris, and charmed witth everything and everybody we overstayed our time. However, we were glad afterwards that we were "ten o'clock scholars." The conference was well under way and the registrars were quick and helpful to help us register so that we dropped at once, with scarcely a ripple, into the maze of the program.

We were a bit afraid that our limited knowledge of foreign languages would handicap us in getting the most of the program, but we soon discovered to our delight that the two official languages of the conference were English and French, and since we were at home in one and were able to follow with little difficulty the French speakers we were able to understand practically all that was said and done. The mornings of the conference were given to sectional meetings, all having a delightfully familiar air; the P. T. A., with Mrs. A. H. Reeve as chairman, Health Education. International Co-operation and Good Will, Rural Life and Rural Education, Elementary Education, Secondary Education, and Illiteracy, nineteen in all, with world leaders as the speakers. The most thrilling section meeting that we attended was the one on illiteracy, presided over by our own gracious and charming Cora Wilson Stewart. Her program built around the subject, "Illiteracy in Relation to Other World Problems," was ably discussed by Dr. Ryan of Swarthmore from the standpoint of economic efficiency; Mr. Ismet, inspector of schools of Smyrna, in relation to health and longevity; Professor Margarita Coman Camps, soft-voiced and dark-eyed, from Spain, from the view of illiteracy as influencing law observance and law enforcement, and Dr. Liu, president, Shanghai College, China, from illiteracy in its relation to world peace and international good will.

In the afternoons the Herman Jordan committee met, following which we all gathered together in one group for an address by an international authority on education. Sir Gilbert Murray in his own inimitable style brought us the first outstanding speech of the conference, followed the next day by the virile Minister of Labor of France, M. Albert Thomas, who, though he spoke in the rapid and beautiful music of his native language, was able to sway his audience with his own earnestness, even though many of us could only follow him haltingly and from a great distance. One of the treats of the conference was given

on Sunday night, when Professor Jacques-Dalcroze presented in a demonstration his method of teaching little children music through interpretive dancing. For over two hours we had before our eyes a demonstration of beauty, skill, grace and rhythm, which the fortunate children under his training have acquired through his unique method of teaching.

We were also shown many social attentions, including an official reception by the city of Geneva, a luncheon by the International Club, and receptions by many of the permanent residents of Geneva in their own delightful homes. Indeed, most of us had more square, important stiff envelopes in our mail boxes each morning containing invitations than we could possibly accept if we did our duty to the conference.

The exhibits on the second floor of the Convention Hall were thrilling. Every country at the convention had its own booth with the most worthwhile things being done in education on exhibit. There was nothing commercial about the exhibits, no one asked us to buy anything, there was no great thrusting of pamphlets upon us, no taking down of addresses for a mailing list, we were free to wander in and out of every booth at will. At one end of the Convention Hall a frieze of drawings representing the interdependence of nation upon nation, the interdependence of today upon the civilization of yesterday, bore mute evidence that if the world is ever to have world peace we must first have world understanding. I could not resist the music and beauty of the words of explanation accompanying the drawings. Out came my fat notebook and from it I take, in closing, a few of the lines which I copied from the frieze into it:—

"Each day depends upon the day that went before, and prepares for the day to come. Today is yesterday's pupil. If we understand our interdependence upon the people of yesterday, if we understand our interdependence upon the people of the world, tomorrow will be a new day."

I wonder if conferences like the third biennial conference of the World's Federation of Education Associations at which the teachers of the world honestly attempt to understand and appreciate our "interdependence upon the people of the world" can help make tomorrow a new day, and the world of tomorrow a new world? At least we can be faithful in the experiment!

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An Open Letter to Teachers

By ARTHUR DEAN

I know you have made a lot of nice resolutions during the summer vacation. Among other things you have promised yourself that you will actually save some money this year out of your salary. You have made up your mind to work more cordially with your principal, head of the department or supervisor than formerly; or else you have determined to outwit them better than you did last year.

You have made up your mind to work harder than you did last year or to work less. You are going to take it easier or you are going to do more. You are going to study more or else you are going to quit studying as much. You are going to be more conscientious with reference to your work, or else less so.

I know you have been thinking on these things and have come back to school with a strong determination to do better or to do worse.

Today your mind is made up, but tomorrow you will find yourself back in the same old channels. Those who had been able to save money in the past will continue to save it; those who did not save in the past will have a hard job to reform. Those who have studied will not be able to stop, and those who haven't studied in the past will have to attach a back to a bone and take away the wish part of it.

There's one thing I positively know, and that is you have determined to be happier. Some of you have said: "I am going to give more." Others have said: "I am going to get more." Others: "I am going to be more." But we can't get without giving, we can't give without getting, and we can't be without both giving and getting.

To be happy I think we ought to be human, and if we are human I think we are rather inclined to be happy. In so far as you can, I hope that you will be able to develop cordial personal relations with your pupils.

It is my feeling that we are destroying personality in the schools, destroying both the personality of the pupils and the personality of the teachers. We are making the school system into a glorious machine, and if we could only persuade Mr. Ford to carry on our educational business for a few years we would find that he would be able to save a great deal of money for us which we are now spending for education, and could undoubtedly fulfill the ideal of many educators of mass production.

Be as human as you can and pray to the good Lord that you get more chances to be human than seems to be possible in an educational factory. And by the way, take hold of this idea of abolishing the factory notion in education. Don't let the system kill you and the children, do something about it. But this means mass action.

Individually you can do practically nothing to remedy this unfortunate tendency of treating children as though they were cogs in wheels. But individually you can do a great deal in putting a human touch into your teaching.

When a pupil is reciting be just as courteous as you want him to be to you; do not interrupt him, let him finish at least a sentence before you correct his grammar. Better than that let him finish his entire statement before you correct him.

Be careful in calling upon others to comment upon a recitation that you do not encourage adverse criticism. Heaven knows we are all skilled in that. It's a terribly deadening thing, my teacher friend, always to be criticised adversely. Suppose your superintendent commented upon your work in the way that pupils are allowed to criticise the work of their classmates. Why is it that you say: "Now children, what mistake did Johnnie make?" Can't you ever say: "Now children, what was good in Johnnie's recitation?" I wonder if the cause of nine-tenths of the gossip and mean talk of adults doesn't come from getting in the classroom this critical attitude toward the thoughts and words of others.

When a parent comes to see you about her child, don't put yourself on the defensive. If you have done right — and it's easy to assume that you intended to — all you have to do is to explain to the parents what you did and why you did it. But it is better to let the parent tell you what she thought you did and why she thought you did it.

Give the parent a chance to set off the first explosion, that will relieve the parent immensely. Then calmly explain the rules and methods of the school which exist and how her boy or girl got out of step. In fact the parent will like the term "out of step" more than he or she likes the word "disobey." We all love to be in step.

And finally, if you can get your children to know that you really like them, that you want to hear about their trials as well as their joys, they will do almost anything for you that you wish them to do. The more they feel that they are in tune with you and that you are in tune with them, the harder they will study and the faster they will learn.

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They Say

ETHEL MITCHELL, Dorchester, Massachusetts:—

"The firm foundation necessary for school life depends almost entirely on the relationship existing between the teacher and the pupil. Only one word is really necessary to explain what is most needed, and that is 'co-operation,' the co-operation of both teacher and pupil. If a high-minded, fun-loving child comes to regard school as a 'prison,' six hours each day, the blame rests with the teacher. It should be remembered that the young mind is wide awake to first impressions, and that a child will immediately like or dislike you."

DOROTHY SOROKA, Lynn, Massachusetts:—

"Someone once said: 'What can give more joy than the exquisite task of a teacher unfolding the petals of a child's mind.' The significance of this is almost sacred. It stresses the sublime relationship of teacher and pupil.

KATHLEEN LARSON, Allston, Massachusetts:—

"All boys and girls are on a quest for education. In our country the advantages for a free education are unlimited. By means of its splendid school system, everything possible is done to encourage and assist American youth to reach the goal of success. But there are other things besides textbooks which also help to educate. For instance, travel broadens the mind and gives first-hand knowledge. We all are not in a position to travel, however, but the public press brings to us many items of valuable information especially through its editorials."

EVERETT DEAN MARTIN:—

"No one is fit to be a teacher in whose own mental process education has ceased to go on. One is a student first and only incidentally a teacher. The best teacher is the seeker after truth amongst his students."

HARRY EMERSON FOSDICK, in American Magazine, October, 1929:—

"What do you say to yourself? Do you talk yourself into gloom and cynicism, or into action and happiness? Either is easy."

DR. JONATHAN RIGDON:—

"All right education is through self-activity. All individual development is through the performance of self-imposed tasks. One grows, not from decisions that are made for him, but from the decisions he himself makes. The only purpose of teachers and schools is to suggest the experiences that students are to have, to define the tasks they are to take upon themselves, to raise the questions they are to answer, to propose the problems they are to solve. Education, all education, is through self-activity."

GUY W. BAILEY, president, University of Vermont:—

"A wise man makes more opportunity than he finds."

WEARE HOLBROOK, in New York Herald Tribune:—

"The practice of tipping is considered un-American, but tipping the beam is our favorite indoor and outdoor sport. There are more weighing machines in New York City alone than in all of Europe. Every drug store, cigar store and subway station offers aid and comfort to the weight watcher."

PLEASANT R. HIGHTOWER, Butler University, Indianapolis:—

"In a character study of 3,316 school children in two Middle Western States, with tests in eight opportunities for cheating, two for lying, two for showing loyalty and two for showing altruism and service, the results show that pupils with high scores and those with low scores on the tests of Biblical information reacted similarly in conduct tests, thus indicating that there is no relationship between Biblical information and the different phases of conduct studied."

DR JAMES CHALMERS, principal, State Teachers College, Framingham, Massachusetts:—

"Women are every bit as good as men when it comes to teaching children. In the home the mother is generally a better teacher of boys, better adapted to dealing with them than the father. The influence of women on boys, as well as girls, has always been a potent influence for good."

WILLIAM F. RUSSELL, dean of Teachers College, Columbia University:—

"Education is America's main hope. It is the one chance for future generations of American boys and girls to achieve happiness. It is far better to give some education beyond their capacity than to deny education to the masses merely because some are getting more than they need."

PERCIVAL CHUBB, St. Louis:—

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J.E.-10-14-29

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

283. Should superintendents take courses with their teachers? (Alabama.)

It is often a very good plan for a superintendent to take a course with his teachers. It not only promotes a friendly relationship, but he gets ideas on what to expect from that line of work in the classroom. He knows what to look for new in the functioning of that work. It helps him in his supervising. This is particularly true in the smaller school system where all the general supervision and guidance falls to him.

I have heard teachers say: "Yes, he is always telling us to take courses, and he hasn't taken one himself in forty years." Frequently there is a grain of truth in that. On the other hand teachers don't know or fail to notice that superintendents have greater opportunity to study through school visiting, conventions, and professional reading than the classroom teacher who is kept close to the routine procedure for a very definite number of hours. However, I do think it wise and profitable in many ways for a superintendent to take a course with his teachers.

284. How can you provide for the gifted child in the ordinary school system? (New York.)

Special classes for gifted children in the elementary school are becoming more common and provide the best and safest way of handling such children. Such a child needs to be in a small group to proceed at a naturally higher rate and have superior mental companionship and stimulus. This is a life situation, as a careful study of society shows people seeking their mental level in personal association. Large classes prevent the supervision and guidance of such a child's ability. Part of the time this child should be in the cosmopolitan group on the same chronological strata in order to get physical, manual, and social training to meet his needs, and grow up realizing the variety of abilities and characteristics which he must meet and which contribute to society as a whole. About half his time should be spent in the regular group.

Now, if it is impossible to have a small class for such children and all your care has to be given them in the regular grade the first thing is to be sure to find them. They have almost entirely escaped our notice in the past. Then all teachers should be encouraged to learn something about the psychology of the gifted child. We have studies under some of our finest authorities in psychology going on all the time, and information is to be had from magazines and books. With some knowledge of the subject individual units of work and a lateral enrichment can be provided to meet the greater ability of the gifted child in any group. The larger, more elaborate unit of work, the more difficult unit and a unit which meets his special individual talent are all ways and means of meeting his superior intelligence, and can be carried on by the interested teacher of the regular grade. Extra, carefully graded attractive reading is the first exposure he has a right to. Such a child is society's greatest asset, and we are only just realizing the importance of his training. Provision can be made for such individual attention and extra work in a normal class, but the idea has to be sold to the teacher and her sympathy aroused through understanding and knowledge. It seems to be part of the supervisor's job, whether he is principal, general supervisor, or superintendent, to get this idea across to the teachers.

285. How can I get my teachers to take courses? (Ohio.)

If you are near enough to a college or university credit on their standing which affects their salaries may induce teachers to take courses. Then just a yearly sum of fifty dollars for a course sometimes brings results. It pays the added expense which some teachers find difficulty in meeting.

Bringing a course to the town through the extension service is one of the best ways. It gets a larger number, creates a wave of common interest, encourages discussion, and so gives larger results. It is less expense and correspondingly popular. Free courses may have advantages in certain places. But teachers are much the same as the rest of the human race. They appreciate what they pay for. So a small fee is always wisest. Correspondence courses are a last result. If taken by a small group who have an opportunity to discuss their work together their value is greatly increased. Nothing promotes the popularity of courses like recognition of the teacher's efforts by her superintendent and supervisor, and an opportunity to put into practice some of the results of her course. Courses that fail to function are a serious loss. Therefore teachers should be encouraged to take work that has a direct bearing on their school work, which, of course, does not debar cultural courses.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Hand at the Wheel

Today I drove in to school. My way led along the beautiful Charles River, made famous by the great poet Longfellow. Scene after scene of wonderful beauty passed before my eyes,—lovely bends where birch trees leaned gracefully to dip their golden hearts in a quiet pool,—fair open pastures leading down to the water's edge, where calm cows drank, knee-deep in the cool flood;—quaint old willows, all rheumatic and miss-jointed and crabbed and gnarly, but clothed in pale-green veils of loveliness; whose filmy beauty found like beauty in the river flowing on below;—open marshy places where the last glory of the purple asters burned amid the scarlet ashes of the sumac leaves.

As I passed on, enjoying each delightful scene, I came to a forking of the way. One road led down past unsightly dumps and factories and railroad yards to lose itself in a tangle of city streets. It was the shortest way for me to go. The other road followed on along the Charles, passing lovely spots delightful for the soul to see. At that crossroads the choice of my future way was mine. No other power but my own will moved the hand that moved the wheel. Now, of course, the two roads are symbols of the two roads that fork away so many times before us all. If we love beauty we will choose the way that leads past it, even if it be longer by a mile or two. When I reached school, the charm of the Charles was still upon me. I opened a book, wishing to add to the beauty of the memories that I had, the charm of the poet's words:—

TO THE RIVER CHARLES

Henry Wadsworth Longfellow

River! that in silence windest
Through the meadows, bright and free,
Till at length thy rest thou findest
In the bosom of the sea!

* * *

Thou hast taught me, Silent River!
Many a lesson, deep and long;
Thou has been a generous giver;
I can give thee but a song.

Oft in sadness and in illness,
I have watched thy current glide,
Till the beauty of its stillness
Overflowed me, like a tide.

And in better hours and brighter,
When I saw thy waters gleam,
I have felt my heart beat lighter,
And leap onward with thy stream.

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Our Inner Selves

Today I wish to show you another self hidden behind the mask you wear of flesh and blood. I once knew a little girl who was sad and discouraged because she thought her face was not as pretty as the faces of other little girls of her acquaintance. That was long ago. The little girl is a grown woman now. I hope she is happy and has grown so beautiful in her life that her looks no longer bother her.

Perhaps there is another little girl in the same condition, or a little boy who is sad and discouraged because he is lame or blind or deaf or not as strong as his companions. For such girls and boys as these I have a word of encouragement.

Behind your earthly appearance is a spirit so wonderful and beautiful that if it could stand forth unhidden by the flesh, this room would be all lit up with sudden glory. You have seen electric lights, somewhere, that grow brighter and then dimmer as the current surges through the filament. Well, the beauty of this spiritual part of you is something like that light. It may grow brighter or dimmer in accordance with the way your will sends its mighty power through it. This beautiful spirit is your real self. It is more beautiful than any face ever seen on this earth, it is more precious than all the jewels in the world, it is a thing to be proud of, for it is very, very dear to the great Father who saw fit to create it. Now why worry too much about the looks of your earthly face or some defect that you may suffer when you have within you such a glorious spiritual self? I want you to think about this beautiful inner self and work hard to make it shine so brilliantly within that it actually glows through the flesh that hides it. I have seen people like that, and so have you;—people whose spirits just shine right out through their bodies as through a veil. Such people are very, very beautiful; their faces, no matter how homely, are full of lovely lights and expressions; their voices are full of soft music and their laughter is like the ringing of distant bells.

If you wish to make your earthly face really beautiful begin the task by increasing the beauty of your inner self. This is a thing everyone can do, for everyone can be kind and gentle and just and everyone can help his brother and be unselfish in a hundred ways each day.

Many of the world's very greatest people were handicapped in some way or other. Who could be homelier yet more beautiful than Abraham Lincoln? Who could be deafer yet more keen to hear sweet inner music than the great Beethoven? Who could be blinder, yet behold more splendid visions than the great Homer or the mighty Milton? Who could be poorer yet richer in real wealth than the immortal Dante? My little friends, we go clothed in glory like the flowers, their beauty is within us; we are lifted up as the high hills, their majesty is in us, too. We are more precious than the mighty stars, for we shine in the Father's firmament, not as they shine, but with a light that rises wonderfully out of our own immortal selves.

Hold Up Your Head

Why? Because he who holds up his head sees with clearer vision the difficulties of the road ahead.

Why? Because there is a dignity in the uplifted head that marks man as something different from every other animal.

Why? Because an uplifted head is the outward sign of an uplifted spirit.

Why? Because men lift up their heads when they sing and singing is good for the spirit's welfare.

Why? Because there is a stateliness about the uplifted head that attracts the attention of all honest men.

Why? Because the eyes of men are designed to look upward and beyond and the head must be bent down to direct them towards the earth.

Why? Because the stars are over us, the eternal witnesses to the workings of a mightier hand.

Why? Because the spirit in us is worthy of the noblest bearing that the body can afford it.

Let us therefore lift up our heads and walk proudly, yet humbly, full of the glad knowledge that within us glows a spirit of eternal worth.

The Rugmakers—I

There was once a gentle mother living in Arabia who worked early and late at the making of a great rug for the hall of the mighty one. The

frame on which she wove was set up in the sun outside her tent. The wool that she used came from the backs of the sheep that fed on the sunlit hills close at hand; the colors that she brewed came from the roots and stems of plants; and the designs that grew into lovely things upon the surface of the rug came from the wings of butterflies. Round about her, as the mother worked, played her three little sons. First she would call to one of them: "Ibrim," she would say, "can you find me a new butterfly today as a pattern for this corner of my rug? Run to the wild thyme, my son, and seize the butterfly with the blue wings and the golden back, but hurt it not! Handle it as gently as thistledown, for when it has taught you and me something of its beauty, we will set it free again. Never, never, my son, do harm to any beautiful thing, for beauty has come forth from God. Then little Ibrim would run off and search and search until he found the blue butterfly with the golden back. Again the mother would call another son to her. "Efram," she would say, "I need color for my wools. Run into the valley and gather the roots. Gather roots for the golden yellow and bark for the deep red and twigs for the old gold and leaves for the sea-blue. Gather them all, my son, and tie them into bundles and tomorrow we shall build fire under the kettles and draw forth the color and cool it in earthen jars. In this way your little feet, my son, shall go up and down on the borders of the rug, beautifully and swiftly, wherever the colors that you bring me go." And Efram would run off and toil all the long morning finding the colors for the noble rug. And again the mother would call the third and oldest son to her and say: "Samuel, today you must sheer the sheep in the pasture and bring me the white wool and remember to wash it well in the brook, beating it upon the stones, for our rug must be clean and sweet for the feet of the mighty one." And Samuel would run off with his huge shears and clip the wool from the frightened sheep.

When evening came and supper had been eaten and all the world prepared for rest, the mother would take her three sons and stand before the great rug.

(To be Continued.)

The Rugmakers—II

"See," she would say, "this is the day's work. Like a golden fence the border has been built on around the precious treasures of the field within. See how strong and firm I have woven in the wool of Samuel and how soft it is, and see what a lovely golden color it has caught from Efram's dyes and see how sweet and beautiful are the shapes it takes from the patterns of Ibrim's butterfly. Thus have we worked together for the common good. And now come, my sons, to the other side of the rug. See, the tiny knots I have made, each one with great care, tying the threads of the different colors into one. See how many there are, hundreds and hundreds and each so important that the failure of the least of them would ruin the strength and loveliness of all the rest. Thus is it, my sons, with the lives we live, all knotted and tied together with a thousand joinings, strong as the strongest and weak, my sons, as the very weakest. Now the night calls to us, the work of the day is done. Let us lift up our eyes and here, in the presence of our rug, give thanks for work, for the joy of it, for the strength of it, for the beauty of it, for the service of it."

The mother and her three sons have been dust for many and many a year, but the fleece of the rug is still soft to the feet of the mighty one, and the colors are lovely in his eyes and the patterns of the blue butterfly are a never-ending joy.

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The first student on record in America to attempt to earn his way through college was Zachariah Bridgen at Harvard. Bridgen entered Harvard in 1657 at the age of fourteen and was graduated at eighteen. The steward's books reveal charges against him for "commones and sizinges" (board, with food and drink ordered from the buttery), "study, rente and beede" (room and bed), and "fyer and candell" (fire and candles). For "ringinge the bell and waytinge" he received one pound 2s 6d, as a waiter he received 12s 6d a quarter for three successive quarters, after which he received "on quarter for a schollership 18s 9d" and was credited "by his wages, 50 shillings and a schollership three pounds 15s." The total cost of a college education in 1653 ranged from 30 pounds 2s 1¼d to 61 pounds 11s 8d, or from $100 to $200 paid in silver and groceries.

Chicago University Gets Million for Art

A gift of $1,000,000 to the University of Chicago was announced by its president, Robert M. Hutchins. The giver is Max Epstein, chairman of the Board of General American Tank Car Company and a noted collector of old masters. The money is to be devoted to the creation of an art centre and institute. This is not his first gift. Three years ago he gave $255,000 to establish the Epstein Dispensary, now a part of the medical school. The recent gift is to be spent on an art building. A fund to operate the teaching and research departments must be obtained independently of the construction fund. Mr. Epstein recently established a $50,000 loan fund at Harvard.

New Health Safeguards

With the idea that the school children of New York should be kept healthy, besides having knowledge drilled into them, Dr. Shirley Wynne, commissioner of health, is initiating a new system of physical examination in the public and parochial schools this autumn. It is to be called the "squad system." Heretofore the complete examination of a child has been entrusted to a single physician, who was responsible for looking after his eye, ear, nose, throat, chest and heart conditions. Now those children coming up for a health examination will come to the attention of "squads" of three different men. The 106 physicians of the department of health will carry on the work. Each member will specialize in his examination, one on the eyes, another on the nose, ear and throat, and the third on heart, lung and skin conditions. The small children are first to be called, for it is required that all children entering school have a health certificate. Next will come the seventh grade boys and girls, who are preparing to enter the industries, so that their health record may be established before they begin as workers. The "squad system," while new to New York City, has been tried out in Detroit and found effective and efficient.

College Classes Test Apple Crop

Measuring, inspecting and labeling 700,000 apples in six weeks is the task before the horticultural classes of the Washington State College. The work will check results from various spray and fertilizer experiments carried on throughout the apple-growing areas of the state this summer. The fruit will be studied for size, color and quality. During the early summer 600,000 fallen apples were examined and labeled for worm attacks. Twenty-five thousand pears will be examined for the same purpose.

School Linked With Industry

With 70,000 children entering the public schools of Hawaii this fall, the start of the academic year, plans have been announced by Governor Lawrence M. Judd for a threefold educational survey, to be undertaken in the territory if it meets the approval of the general public and the next Legislature. The proposed inquiry would cover the schools themselves, the industries of this group of islands and a co-ordination of schools and industries. A check would be made of the general curriculum, including subject matter and teaching technique, the grading system in vogue relating to student classification and retardation, the teacher-training program at the territorial normal school and vocational education.

Reduce Faculty And Pay More

A solution of the problem of adequate faculty salaries by limitation of the higher ranks and salaries to less than half of the total staff, was proposed by Dr. Walter T. Marvin, dean of the College of Arts and Sciences, of Rutgers University. His proposal was incorporated in his annual report to Dr. John M. Thomas, president of Rutgers. "By fixing the total expenditure allowed for faculty salaries, by specifying the average salary to be paid and by limiting the percentage of the faculty rank, the president and trustees would retain full control of salary expenditure," Dr. Marvin said. "I am convinced that it would solve a problem which remains unsolved, even in universities whose income has greatly increased in recent years and which promises to remain unsolved until vigorous action is taken by the central university administrations."

Proposes Trial Courts in School

A school police department with power to arrest pupils for infractions and try them before a judge and jury of pupils was suggested for the Revere, Mass., public schools in a communication sent to the council by Mayor Andrew A. Casassa, who indicated that he was desirous that the plan be adopted as soon as possible. He asserted that a school police system would be of immense value to the city and schools provided such a department was given complete legal powers by the council. Such power for enforcing the law among children could be delegated to the school police by the passage of an ordinance according to the mayor. He asked the council to give it serious consideration inasmuch as he has made a study of the plan and possesses considerable data on how it would operate.

Only One Knows And He Won't Tell

What it feels like to be the only male student at a girls' college whose total enrollment is 1,032, will never be known. Only one youth can tell, and his lips are sealed. Recently he was given another chance to make his contribution to the world's knowledge, to write an important chapter in the history of psychology, of education, of the social sciences. He spurned it, as he has in the past, and will continue to do in the future. Last Fall, when Mt. Holyoke—for women only—opened its doors Ralph Boas, Jr., sixteen-year-old son of Professor Boas of the Mt. Holyoke faculty, was among the students admitted in regular standing. His college mates were 1,031 Mt. Holyoke

girls. With his Mt. Holyoke training behind him Ralph came to Harvard this year. Newspapermen sought him out and offered him a chance to make a clean break of it. Politely, but firmly, young Boas, now seventeen, of medium stature, with dark, curly hair, with glasses, a studious-looking chap, but pleasant enough withal, declined the honor, which, he intimated, was not new to him. Some day, he hinted, he hoped newspapermen would forget. Certainly he would do nothing to keep green their memories to add to their stock of information. Philosophically, the scribes discussed the case, wondered vaguely whether the pleasures to be derived from a year's residence among 1,031 maidens fair was worth the pain to be endured in trying to live down the experience.

Army Training For All Students

By agreement between the War Office and the Ministry of National Education, students at all universities throughout Italy will receive special instruction and training in duties as army officers. During the university year weekly courses will be undertaken by the officers of the staff college in military tactics, and similar courses will be given for the officers of the regular army. These lectures form part of the curriculum which all students, without exception, will be compelled to attend. Added to this, they will have drilling at stated periods, and also pass part of their holidays in camp. When the course, which is supposed to coincide with their taking a degree, is finished, they will follow a seven-months' practical course in the army, and receive a commission in the officers' army reserve corps. They are likely to be called up under certain conditions, to continue their practical study of war tactics.

Intellect Tests Win Columbia Promotions

The saving of an aggregate of thirty-seven student years of college work was achieved with the freshman class of 1928 at Columbia College through the use of "achievement" and "placement" tests in determining the capabilities of members of that class, Dean Herbert E. Hawkes declared. The tests, which have been tried out only one year, yielded results that "seemed too good to be true," Dean Hawkes said, explaining that they are designed to reveal capabilities or deficiencies in pupils that cannot be learned from the usual written examinations. Under this new practice a student is recommended for more advanced work than his routine standing would give him, or advised to drop back to a lower course. However, Dean Hawkes said that "48.6 per cent. of the incoming class showed competency to enter upon some phase of college work in advance of the point indicated by the entrance record."

Calls Students Hard-Working

University students are an earnest, hard-working lot, in the opinion of Miss E. Ruth Pyrtle, president of the National Education Association. It is the college student with a silver spoon in his mouth who worries professors, she says. She is impressed "by the intensity with which college students seek an education." "Perhaps there are some students with hip flasks, in contrast with the students of yesterday," Miss Pyrtle hazarded, "but it must be remembered that hip flasks weren't necessary in pre-prohibition days." Big games, big crowds and big football cruisers of colleges hold no big menace in Miss Prytle's views. "Clean, wholesome recreation is the salvation of the race. Athletics are not overstressed if the negative commercial part is eliminated. Gambling and similar vices should be controlled and then there can be no fault to find with college athletics," she said. One major purpose should occupy high educators—the development of student thinking faculties — Miss Pyrtle stressed. "Professors should keep out of the way of their students. Give them a greater chance to think."

Mexico Pushing Education

Five points of major importance are listed in the Mexican government's program of public instruction, as outlined by Ezequiel Padilla, secretary of education. Preparation of the working classes to resist abuse by big industry, war on religious fanaticism and defence of the freedom of thought and doctrine, intensification of physical training and development of sports, an offensive against alcoholism and concentration on the awakening of a spirit of optimism in the people are the pillars of the government's program. Illiteracy must be wiped out to fit the working classes for the "dramatic race" which was going on between labor and big industry in Mexico, Mr. Padilla declared. He added that foreign capital especially was exploiting the native worker, who must be prepared to defend his rights.

14 School Districts Merged in Arkansas

The largest school consolidation in Arkansas and probably the largest in the South recently was completed in Ashley County, when fourteen districts with nineteen buildings were consolidated into the Hamburg Special School District. The district contains 308 square miles, or approximately a third of the area of Ashley County. The new school will have twenty-three teachers, compared with thirty teachers in the nineteen old schools. Enrollment in the consolidated district is approximately 800. Eleven buses will transport approximately 450 pupils to and from school daily. None of the old districts had more than four and a half months of school a year and none gave high school instruction. The consolidated school will have a nine-months' term with a class "A" four-year high school giving complete courses in academic lines, as well as Smith-Hughes agricultural and home economics work, music, art and other subjects. The school will have a band and orchestra.

Children Cheer As School Burns

To the cheers of 5,000 East Boston, Mass., children, the Emerson School was damaged to the extent of $5,000 by a fire which called for an investigation. Six hundred of the children, who were enrolled as pupils at the school, realized their fondest dreams when they saw smoke and flames pour-

Humane Education Lesson Cards for Schools

An attractive set of eight cards 9½ by 12 inches, printed in clear type on good stock which will bear handling, have now been prepared for use in schools. The pictures are from original photographs, the lesson material covers all our domestic animals. An attractive music card, words and music "Our Native Land," completes the set which may be obtained for 35 cents, post paid, by addressing,

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180 Longwood Avenue : - : : - : Boston, Mass.

ing from the windows and roof of the old building. The rest of the children joined with them for the principle of the thing, and made the fire one of the chief festive affairs of the opening season. Sessions were suspended for several days.

Mothers to Censor Schoolgirl Dresses

School authorities in the semi-tropical city of Jacksonville, Fla., declared with the opening of the fall school term, that sun-back dresses, bare legs, and girls in knickers would no longer be any affair of theirs. "It's up to the mothers," said R. B. Rutherford, superintendent of public instruction. "If they think their daughters look attractive that way, then they can come to school." Sun-back dresses in Jacksonville schoolrooms last spring caused an educational earthquake, which at its most terrific shudder resulted in the dismissal of several flappers from school.

Whipping Post Urged For Too Lax Parents

Restoration of the whipping post for delinquent parents in New Jersey was urged in a report by the finance committee of the Board of Freeholders, at their monthly meeting in Atlantic City. Alfred J. Royer, of Absecon, chairman of the committee, declared in his report that each year there has been an increase in the appropriation for the care of dependent children. These children, he continued, may be divided into two classes: Those who are fatherless and those whose parents are unfortunate, incompetent, or criminal. Most of the children come from the latter class, he said. Mr. Royer declared that investigation had shown that the parents of the second class are becoming more and more lax in caring for their children, more dissolute and more neglectful. The committee, he said, felt that if the whipping post were restored and neglectful parents punished, it might serve to improve conditions.

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Laws for Humane Education now exist in forty-five states.

The Humane Bulletin has been prepared with material for grades from elementary to junior high school. It is a valuable help to any teacher. Boards of Education and Humane Societies wishing to supply their schools can do so at low cost.

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TREND OF THE TIMES

INTERNATIONAL ACTIVITIES of the American people are wielding far-reaching and profound influences in the world. The economic levels of the entire world are being raised incalculably, and the financial resources of individual countries are being vastly augmented, by reason of the prosperity, the resources, the methods and ideas, and the ever-growing needs of the American people.

A TUNNEL under the English channel, which has been subject to controversy for half a century, is, it seems, to be built at last. The nonpartisan committee, appointed under the Baldwin government last March, after a Parliamentary debate, is going to report favorably on the project. A Channel tunnel company has been in existence some time, and the plans are ready and the capital for the construction available as soon as Government consent is given.

GRAF ZEPPELIN beat its round-the-world cruising record by more than a full day when it returned to Friedrichshafen, Germany. With its landing the dirigible completed a round-the-world-trip —Friedrichshafen to Friedrichshafen—in twenty days, four hours and eighteen minutes. The Zeppelin previously had flown around the world from Lakehurst, N. J., to Lakehurst in twenty-one days, eight hours and twenty-six minutes, a time which was in itself a record.

WHITE COLLAR JOBS in this country are still sought, and those who hold them are sharing in the national prosperity, according to information set forth in the Year Book of the Department of Commerce. The picture of the stalwart toiler of the gray shirt and oily overalls was generally supposed to be the ideal of this generation. The number of workers in manufacturing industry, as also in agriculture, railway transportation and perhaps mining, has been stationary and even declining during recent years, in the face of the growth of population.

IN NUMBERS the inhabitants of Mohammedan lands exceed the total of Europe without the Russians. Figures of world population by races and religions are only estimates. That given for the total number of Moslems is 270,000,000 and for the total population of Europe without Russia, about 250,000,000. A recent estimate of the Moslem peoples of Asia gives the number of 160,000,000 with an additional 44,000,000 in neighboring North Africa. The total Christian population of the world is estimated at 682,000,000.

JUNE, JULY and August are shown by virtually all indicators of business activities to have been better in nearly all lines than the same three months in any other year in the history of the United States. There has been, since 1921, an unusually prolonged period substantially free from crises or "ups and downs," and the variations resulting from seasonal influences have been considerably reduced, according to Secretary Lamont of the Department of Commerce.

PRE-SUFFRAGE PREDICTIONS that a sizable slice of the national expenditure would be diverted into exclusively feminine channels, once woman got the vote, have not come to pass—not visibly, at any rate. In the budget for 1931 there is just one section which can be labelled "for women only." That has to do with the figures for the Women's Bureau of the Labor Department, amounting to only about $108,000 annually, which might be considered the merest drop in a $4,000,000,000 bucket.

THAT LIVING and growing tissues, both animal and vegetable, emit radiation, has long been believed both by physicists and biologists, and despite a large body of skeptics, the existence of such rays is now considered proved by R. Ruggles Gates, a reviewer writing in the pages of Nature (London) about a recent work on the subject published in Berlin by Drs. T. Reiter and D. Gabor. He notes that if the claims of these and other experiments are substantiated results of great moment would follow.

THE UNITED STATES is feeling the inroads of economic forces upon family life more than France, and post-war influences have accelerated these forces here as in Europe, sentiment and domestic ties, under stress of production, being strained to the uttermost, declares Dr. Fortunat Strowski of the University of Paris, visiting professor at the Columbia University. "Because families cannot live today on what the fathers and brothers earn, mothers and sisters are being pushed out into the professions and industries," he said.

The BOOK TABLE

BYE-BABY CHAIR. Words and music for male or mixed quartette. By Mrs. Winifred Gerald Bolcom, Virginia, St. Louis County, Minnesota. Published by W. G. Bolcom, Virgina, Minnesota.

This is a charming musical creation of home-making joy, by a home maker for home makers.

The words have a winning swing, and the music is restful and refreshing, and combined they echo the spirit of childhood, arouse cheerful anticipation in youth and tearful memories of adults.

The first lines are an approach to the song:—

There's a Bye-Baby chair
With its sweet, gentle air
Nestled close to the firelight's glow.

GREGG SHORTHAND.
GREGG SPEED STUDIES.

Both by John Robert Gregg. Both in cloth. New York, Chicago, Boston, San Francisco, Toronto, London: Gregg Publishing Company.

This fortieth anniversary of the first Gregg Shorthand publication is the occasion of the re-creation and exploitation of the system which came to Boston heroically in the eighties.

We have been interested in every phase of the Gregg achievement because we have known them from their first year in America.

In their anniversary edition of their textbooks they magnify shorthand as a skill subject. The principles and word signs are arranged in the order of their frequency in the most commonly used words. The first chapter alone will enable the student to write forty-two per cent. of the words encountered in non-technical English, and short business letters are introduced in the first chapter.

These books are interesting as a remarkable exemplification of science of learning a skill subject and the art of using it.

FORMING CORRECT LANGUAGE HABITS. A New and Unique Method of Securing Desired Results in Primary Language Teaching. A Foundation for any Language Series. By J. K. Ellwood. Boston: Meador Publishing Company.

Selections from the author's Preface will give a better vista of his vision than we could give.

"To teach language successfully in the elementary grades is the teacher's most difficult task for the reason that her efforts are constantly counteracted by contacts outside of the classroom. The progress of the pupil, therefore, is akin to that of the frog trying to climb out of a well, climbing up three feet each day and slipping back two feet each night. In the case of the pupil, however, there are two days each week and three months each year in which he does no climbing, but may do considerable slipping.

"Mere knowledge of what is correct does not guarantee its use. Correct language habits must be formed by daily practice for months and months—until the proper expression has been used often enough to become automatic. There are so many of these habits to be formed, so much time, patience, and labor are required, that efforts are likely to cease before the habits become fixed.

"Correct language habits should be formed in the primary grades, long before the study of technical grammar is begun. Later the study of grammar will tend to strengthen these habits and its principles will enable the pupil to determine the correctness of an expression, but grammar itself will not teach him to use good English."

GEOGRAPHY. Southern Lands. By Harlan H. Barrows and Edith Putnam Parker, both of University of Chicago, and Margaret Terrell Parker, Wellesley College. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

South America is of greater importance now to our people than it has ever been. President Hoover and Charles A. Lindbergh have attracted the attention of the South American people to us and have intensified our interest in them commercially and otherwise.

It is a tragedy that Europeans who have sought South American markets have had no school books that enlightened their home folk on the progressive spirit and modern conditions in Latin America.

Our development of intimate acquaintance and our financial relations have made our aviation connections natural and of inestimable service.

All of these and other developments make it of highest importance that there is now available a remarkably complete school geography of "Southern Lands" fully equal, to say the least, of any school geography of the United States that has ever been published, and more attractive in the presentation of information than was possible even a few years ago.

This "Geography, Southern Lands" is a new keynote in schoolbook making for the unifying of the New World countries.

THE NEW PATH TO READING. Book Two. By Anna Dorothea Cordts, Iowa State Teachers College. Illustrated by Maurice Day. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Miss Cordts has developed exceptional ability in making the best of supplementary school readers that are at the same time carefully graded to attract pupils of a given age, always having the right vocabulary, with sentences of the right "eye span," with type of the right size, lines of the right length, and everything else just right for skilful teaching and artistic learning.

Anna Dorothea Cordts certainly has an exceptional pedagogical personality which makes it as easy for her to appreciate every need of pupils of every age as it is for an artist to know when colors harmonize.

THE COW NEXT DOOR. Written and Illustrated by Marion Bullard. Cloth. Holiday Binding. New York: E. P. Dutton and Company, Inc.

Mrs. Bullard tells one of her best stories, beautifully illustrated, about "a cow who lives next door to Mrs. Bullard's little White House in Woodstock."

This cow caused a great deal of trouble because, after hearing an automobile's horn, she refused to moo until her supposed rival gave milk. Her friends tried again and again to coax the cow to moo, but she wouldn't, until one day an automobile was stuck in the mud.

Books Received

"Gregg Shorthand." By John Robert Gregg. New York City: The Gregg Publishing Company.

"Forming Correct Language Habits." By J. K. Ellwood. Boston, Mass.: Meador Publishing Company.

"Effective English." By J. R. and V. B. Hulbert. Chicago, Illinois: University of Chicago Press.

"Modern Tales From France." Edited by F. C. Roe. New York City: Longmans, Green & Company.

"Vocations." By William Martin Proctor. Boston, Mass.: Houghton Mifflin Company.

"The Snow Queen." By Hans Christian Anderson.—"Short Poems for Short People." By Alicia Aspinwall.—"Two Boys in South American Jungles." By Grace B. Jekyll. New York: E. P. Dutton and Company.

"High School Reporting and Editing." By Carl G. Miller. New York: McGraw-Hill Book Company.

"Brief Course in Chemistry." By Lyman C. Newell. Boston: D. C. Heath and Company.

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Or a Press Agent

A fourteen-year-old school boy has been expelled because his teachers claim he is incapable of telling the truth. If this young man doesn't mend his ways he will likely end up in the Weather Bureau

His Record

Old Lady—"My poor man, I suppose you have had many trials in your life."

Tramp—"Yes, ma'am, but only one conviction."

And Wetter

Waiter—"Zoup, sir? Zoup? Zoup?"

Guest—"I don't know what you're talking about."

Waiter—"You know what hash is? Well, zoup is looser."

Classified

"You said," exclaimed the irate caller, "that I had resigned from the town council and intended retiring from business into private life."

"But," protested the editor, "all that is quite true——"

"Quite. But what gets me is the fact that you printed it under the heading of 'Public Improvements.'"

A Trifling Matter

Gentleman—"Darling, will you forgive me if I tell you about something silly I did last night?"

His Fiancee—"Of course, sweetheart, what is it?"

Gentleman — "I married another girl."

The Leading Lady's Flowers

It was opening night and two of the supers were behind the scenes talking. Hearing loud ravings from the star's dressing room, one of them asked:—

"What's the matter with the leading lady?"

"She only got eight bouquets of flowers."

"Good heavens, isn't that enough?"

"Not when she paid for ten."

Revenge Is Sweet

To every person comes his day,
So calmly wait your chance;
Pedestrians have the right of way,
When in the ambulance.

Life's Little Tragedies

Boss—"Someone just called up and said that you were sick and could not come to work today."

Clerk—"Ha, ha! The joke is on him. He wasn't supposed to call up till tomorrow."

Only One Leg Named

Mr. Simms—"Say, do you know a fellow down your way with one leg named Wilson?"

Mr. Dubb (doubtfully) —"Well, now, I'm not sure. What's the name of the other leg?"

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JOURNAL MAIL BAG

A High School Hall of Fame

Editor, Journal of Education:—

Our problem: How to give deserving recognition for scholarship, school loyalty and worthy student leadership, in proportion to the honor and publicity showered upon the athletic heroes.

The Solution: A Hall of Fame.

The plan: Stimulated by an editorial written by a freshman girl for the high school paper, the following plan was evolved and set in operation.

Upon the study room wall we have placed a glass-covered display case about two feet wide and three feet long, plainly and artistically lettered S. H. S. Hall of Fame. Each year during the last month of the year are placed ornamental panels containing the mounted photos of four outstanding seniors of the year with the four activities under each picture in which the person excelled.

These representative seniors are selected in the following manner: First the entire student body are given the right to vote for the two boys and the two girls of the present senior class who in their own judgment have been the most valuable to the school. After the results of the election have been tabulated, the final selection is made by an advisory committee which includes members of the faculty and the presidents of the three lower high school classes.

These panels are to remain in this cabinet for four years, which will naturally comprise the period during the time that their influence on the student body would be most potent. The panels will then be preserved among the valued archives of the school. After four years this case should be a silent, but none the less powerful incentive to the student body to spend their time during their school days in such a way that they might deserve such recognition.

These sixteen personalities represented by the photos in this case should be a very great influence in holding before the student body the ideals and traditions which will make for an educational institution of the highest order.

We hope that this our plan for a Hall of Fame may make it possible for other schools facing the common problems to solve them in a constructive and satisfactory method.

Very truly yours,

Truman F. Galt.

Shenandoah, Iowa.

Editor, Journal of Education:—

Last year the state of Missouri collected some four million dollars from state inheritance and income tax. There was also collected in Missouri by Federal Government three times as large a fund from income tax as it required for Missouri to run governmental agencies including her schools. I believe the American people wish to continue the educative process as it is with steady improvements, but I agree with you that it is going to be difficult to get additional funds through any increase in property taxation. These enormous funds being collected could without injury to the general cause be divided in two parts, one of which to go to schools and the other to governmental agencies. This would meet our situation; otherwise we are going to have to pass constitutional amendments in every state in order to raise the funds that will be required to meet the needs of our schools at the present standard of excellence.

Very truly yours,

S. M. Barrett.

Kansas City, Missouri.

Meetings To Be Held

OCTOBER

17-18: Northeastern Indiana Teachers Association, Fort Wayne.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

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Clematis	.60	Who Knows	.50
		Pathways	.90

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NEWTON UPPER FALLS, MASS.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

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